



**Policy & Protocol for:
Child Gone Missing/Abducted On/Off Site**

Date Written: July 2016

Date Reviewed: Sept 2024

Next Review Date: Aug 2026

Signed By: Lee Waugh

Governor Responsible for: Glynnis Gower

Headteacher: Mrs P Derries

Child Gone Missing On or Off Site

Date Reviewed	Next Review	Coordinator	Nominated Governor
Sept 2024	August 2026	Lee Waugh	Glynis Gower

We believe it is essential to have in place exceptional school security systems to prevent pupils going missing from the school or when they are on an educational visit.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To ensure that security procedures are in place to deal with the unlikely event of a missing child.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a Site Manager to put into practice school security measures;
- delegated powers and responsibilities to the Headteacher to oversee all school security measures;
- appointed a Security Committee composed of one governor, the Headteacher, Site Manager and a member of staff to look at all aspects of school security;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure that security measures are in place and are effective;
- ensure that all school personnel are aware of security procedures and the roles of school personnel;
- notify parents of school security procedures and the procedures for dealing with a missing child;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor and evaluate the effectiveness of this policy
- annually report to the Governing Body on the success and development of this policy

Role of the Security Committee

The Security Committee will:

- monitor security procedures;
- undertake/coordinate security risk assessments;
- consider all suggested ideas from school personnel, governors, parents, pupils and visitors for improvement;
- inform parents of new and improved security measures

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

All school personnel will:

- be aware of and abide by this policy;
- undertake appropriate training in security procedures;
- inform and remind pupils of security procedures such as the reporting of unidentified school visitors;
- remind pupils that should not leave the school premises or to wander off while on an educational visit;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

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- be aware of and comply by all security measures that are in place;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents

Parents/carers will:

- be aware of and comply with this policy;
- ensure they provide correct and updated contact details;
- be aware of school security procedures especially at the beginning and end of the school day
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Risk Assessments

Risk assessments are:

- in place in the event that a child should go missing on or off site;
- reviewed if a child should go missing

Reducing Risk of a Missing Child

All security procedures must be reviewed annually by the Security Committee. Every day school personnel must be aware of the following:

- entrances and exits are secure
- windows are secure
- challenging and dealing with unauthorized people on the school site
- alarms are switched on
- outside lighting is switched on
- security of valuables and personal possessions
- visitors and contractors
- wearing identification badges
- carrying personal alarms

Procedures to Follow in the Event of a Child Going Missing

In the event of a child has gone missing in school:

- Inform the Headteacher/Senior Leadership Team
- Search the premises
- Check the CCTV footage
- If the child is still not found then contact the police giving full details of the child
- Search the immediate area surrounding the school
- Contact the child's parents
- When the child is found review security procedures

In the event of a child has gone missing off site:

- Inform the party leader
- Search the area
- Inform the police
- Notify the school
- When the child is found review security procedures

Training

All school personnel must be trained in how to deal with a child going missing.

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Safeguarding & Child Protection	▪ School Security	▪ Health & Safety
▪ Pupil Behaviour & Discipline	▪ Attendance & Truancy	▪ Supervision of Pupils
▪ Pastoral Care	▪ Troubled and Vulnerable Children	

Headteacher:	Mrs P Derries	Date:	July 2016
Chair of Governing Body:	Mr R Curry	Date:	July 2016

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CHILD MISSING/ABDUCTED FROM AN EDUCATIONAL VISIT PROTOCOL

In the event of an emergency:

STEP 1 Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. Mobile telephone numbers MUST be exchanged prior to the commencement of the visit- see Educational Visit Policy.

STEP 2 If the pupil is missing the Visit Leader should instigate a controlled search of the last known location/ building.

STEP 3 If the pupil is located the Visit Leader should immediately inform the Head Teacher / SLT who may direct the party to return to school or give permission to complete the Educational Visit.
If directed to return refer to school's Child Missing/ Abducted Protocol and complete steps 6, 8 & 11 and notify the Chair of Governors (in their absence the Vice Chair should be notified).
If the pupil is not located or is known to have been abducted the Visit Leader should immediately telephone to advise the Head Teacher / SLT of the situation.

STEP 4 Head Teacher / SLT to inform the Police immediately or delegate someone to dial 999 and provide relevant information. **Police instruction should be implicitly followed.**

STEP 5 Unless otherwise directed by the Police the Head Teacher / SLT should inform parents/ guardians (by telephone) of current status. This conversation should be carefully managed and pertinent details shared with the Police.

STEP 6 On arrival of the Police the Visit Leader should ensure all known facts are given to officers.
A request can be made for the Police to assist with further school and parent / guardian liaison.

STEP 7 Head Teacher / SLT to commence incident log and accurately document all actions / relevant factual information. Ensure times and dates are recorded.

STEP 8 If the child is not located or known to have been abducted the Head Teacher / SLT should alert the Local Authority Director of Education and school's Chair of Governors (in their absence the Vice Chair should be notified)

STEP 9 No press briefing should be made unless directed by the Police with the input from the Local Authority Media Relations Office.

STEP 10 Head Teacher / SLT to hold a staff briefing when possible to advise of the current situation. Ensure staff are aware of information sharing protocols.

STEP 11 Under the direction of the Head Teacher / SLT, all staff should work with multi-agency partners to ensure parents, guardians and family members are supported.

STEP 12 Head Teacher / SLT to discuss arrangements for post trauma counselling with the Local Authority.

STEP 13 Head Teacher / SLT to arrange an emergency Governing Body meeting to advise of the situation and review safeguarding policy, protocols and arrangements.

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion														
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS						
		✓			✓			✓			✓			✓			✓			✓			✓				Yes	No		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS						
	✓			✓			✓			✓			✓			✓			✓			✓			✓					Yes
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS						
	✓			✓			✓			✓			✓			✓			✓			✓			✓					Yes

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

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